

Cycle 1	38 Days Aug. 26 – Oct. 18, 2019	BOY PK Assessment Window 09/10/2019 – 10/08/2019. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 1 ends October 18 (38 days). Report cards go home October 25, 2019. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 1 Theme: My School and Me/ Mi escuela y yo</p> <p>Week 1: This Way to Pre-K/Camino a Pre-Kinder Introduces children to the school environment, routines, and class schedules. Children also meet new friends, school personnel, and classmates.</p>	<p>Week 1 of Instruction Aug. 26-30 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. *II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL)</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and responds to questions relevant to the text read aloud.</p>



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		<p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 1 Theme: My School and Me/ Mi escuela y yo</p> <p>Week 2: Physical Me/Mi fisico Children will learn about the parts of the body and the role each part plays in movement and expression.</p>	<p>Week 2 of Instruction Sept. 3-6 4 Days</p> <p><i>Labor Day</i> Sept. 2</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.2 Self-select books and other written materials to engage in pre-reading behaviors.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> *II.E.1 Distinguish between elements of print including letters, words, and pictures.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.B.1 Use language for different purposes. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. III.A.1 Engage in pre-reading and reading-related activities. *III.A.3 Recognize that text has meaning. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 1 Theme: My School and Me/Mi escuela y yo</p> <p>Week 3: My Senses/Mis sentidos We continue our study of the physical body with a focus on senses for exploring their world. They will learn that their senses are important tools for learning.</p>	<p>Week 3 of Instruction Sept. 9-13 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.2 Engage in conversations in appropriate ways. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.2 Perceive differences between similar sounding words.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enacts a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud.</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.B.1 Use language for different purposes.</p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.2 Self-select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u></p> <p>*II.E.1 Can distinguish between elements of print including letters, words, and pictures.</p> <p>III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.2 Recognize at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contributes ideas for drafts composed in whole/small group writing activities.</p>

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		<p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 1 Theme: My School and Me/Mi escuela y yo</p> <p>Week 4: I Think, I Feel/Yo creo, yo siento Children learn about things that make us human—our ability to think and feel. They explore their thinking capabilities by brainstorming, following clues, and solving problems. They practice recognizing emotions and discuss ways to appropriately express them.</p>	<p>Week 4 of Instruction Sept. 16-20 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations. II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enacts a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and responds to questions relevant to the text read aloud.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.B.1 Use language for different purposes.</p>



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		<p>II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. *II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> *II.E.1 Distinguish between elements of print including letters, words, and pictures. III.E. 2. Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contributes ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 2 Theme: My Family and Friends/Mi familia y mis amigos</p> <p>Week 1: Families/Familias Families come in all shapes and sizes but no matter the shape or size, families take care of each other. Children will explore the many ways families may be defined.</p>	<p>Week 5 of Instruction Sept. 23-27 5 Days</p> <p><i>Early Dismissal</i> Sept. 27</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.2 Engage in conversations in appropriate ways. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. III.B.2 Combine words to make a compound word. III.B.3. Delete a word from a compound word. *III.B.4 Blend syllables into words. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that Begin with the same sound as a given pair of words.</p>

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		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.3 Produce at least 20 distinct-letter sound correspondences in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and responds to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.1 Use language for different purposes. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p>

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		<p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contributes ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 2 Theme: My Family and Friends/Mi familia y mis amigos Week 2: Families and Homes/Familias y casas Families are people who take care of one another. They live in a variety of homes-sometimes even in temporary housing. This week children continue to learn about the diversity of families with a focus on living arrangements.</p>	<p>Week 6 of Instruction Sept. 30 – Oct. 4 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.2 Perceive differences between similar sounding words.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>

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		<p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.2 Self-select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u></p> <p>III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom.</p> <p>III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>*III.B.4 Blend syllables into words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.3 Produce at least 20 distinct-letter sound correspondences in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3 Ask and responds to questions relevant to the text read aloud.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.4 Combine more than one idea using complex sentences.</p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p>
<p>Unit 2 Theme: My Family and Friends/Mi familia y mis amigos</p> <p>Week 3: Friends and Pets/Amigos y mascotas Children explore friendships this week. What is a friend? In which ways are friends different from family and in which ways are they similar to family? How do you make friends and how do you keep friends?</p>	<p>Week 7 of Instruction Oct. 7-11 4 Days</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>III.B.2 Combine words to make a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>*III.B.7 Produce a word that Begin with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.2 Recognize at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>*III.D.3 Ask and responds to questions relevant to the text read aloud.</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.C.2 Perceive differences between similar sounding words.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 2 Theme: My Family and Friends/Mi familia y mis amigos</p> <p>Week 4: Community/Comunidad The child's knowledge of her world Move from self and family to friends and eventually to the greater community. We have developed concepts of self and family, and school and neighborhood</p>	<p>Week 8 of Instruction Oct. 14-18 5 Days</p> <p><i>Early Dismissal</i> Oct. 18</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.2 Perceive differences between similar sounding words.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>friends. Now we branch out to embrace those people in the community who also are a part of the child's world.</p>		<p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that Begin with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL) *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors. *III.A.3 Recognize that text has meaning.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally use marks, letters, or symbols to record language and verbally shares meaning. IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.C.5 Begin to experiment with punctuation when writing.</p>

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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 3 Theme: Giants/ Gigantes Week 1: Big and Little/Grande y pequeño Before children can fully comprehend giant they need to understand the differences between big and little. This week they will compare big and little things from animals and toys to words.</p>	<p>Week 9 of Instruction Oct. 21-25 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.4 Blend syllables into words. *III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.3 Produce at least 20 distinct-letter sound correspondences in the language of instruction.</p>

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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.4 Make inferences and predictions about text. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL) *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Use category labels to understand how words/objects relate to each other. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.8 Attempt to use new vocabulary and grammar in speech (ELL).</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors. *III.A.3 Recognize that text has meaning. *III.B.7 Produce a word that Begin with the same sound as a given pair of words. III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning. IV.B.1 Independently use letters or symbols to make words or parts of words.</p> <p><u>Forms Letters Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. <u>Concepts About Print Skills/Emergent Literacy Writing Domain</u> *IV.C.3 Independently use letters to make words or parts of words.</p>
<p><u>Unit 3</u> Theme: Giants/ Gigantes</p> <p>Week 2: Nature’s Giants/ Gigantes de la naturaleza This week children will explore giants that are created by nature, mountains, glaciers, trees, waterfalls, oceans, and big animals. They will continue to learn vocabulary words that describe large things.</p>	<p>Week 10 of Instruction Oct. 28 – Nov. 1 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.4 Combine more than one idea using complex sentence. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E. 2. Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. III.B.5 Segment a syllable from a word. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.3 Produce at least 20 distinct-letter sound correspondences in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p>III.B.2 Combine words to make a compound word.</p> <p>III.B.3. Delete a word from a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>*III.B.6 Recognize rhyming words.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 3 Theme: Giants/ Los gigantes</p> <p>Week 3: Giants Made By People/ Gigantes hechos por el hombre This week children will learn about the giants made by people: long ago giant things, giant things that make work easier, giants for travel, and giants for entertainment and fun.</p>	<p>Week 11 of Instruction Nov. 4-8 5 Days</p> <p><i>Early Dismissal</i> Nov. 8</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.C.2 Perceive differences between similar sounding words.</p> <p>II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>*III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.2 Recognize at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u></p> <p>III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom.</p> <p>III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 3 Theme: Giants/ Los gigantes</p> <p>Week 4: Make Believe Giants/ Gigantes imaginarios Children delve into the world of <i>make-believe</i> as they meet giants from fairy-tales and fables. The week is filled with opportunities to distinguish between fact and fantasy</p>	<p>Week 12 of Instruction Nov. 11-15 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.C.2 Perceive differences between similar sounding words.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
(real and make-believe).		<p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>III.B.3. Delete a word from a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>*III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p>

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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u></p> <p>III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom.</p> <p>III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.D.5 Use category labels to understand how words/objects relate to each other.</p> <p>*II.E.1 Use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her home language (ELL).</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize text has meaning.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Forms Letters Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p><u>Concepts About Print Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 4 Theme: Choices/ Decisiones</p> <p>Week 1: I Make Choices/Tomo decisiones Children will learn about the power of making thoughtful choices, smart choices, and choices that reflect healthful values. They will also learn that choices have consequences.</p>	<p>Week 13 of Instruction Nov. 18-22 5 Days</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. *II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentence. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p>

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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.3. Delete a word from a compound word. III.B.5 Deletes a syllable from a word. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 4 Theme: Choices/Decisions</p> <p>Week 2: Healthy Choices/Decisions saludables Children will learn about the importance of maintaining healthy eating habits. They will learn about food groups and healthy and unhealthy food choices.</p>	<p>Week 14 of Instruction Dec. 2-6 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. II.C.3 Investigate and Demonstrate growing understanding of the sounds and intonation of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>

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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>*III.B.4 Blend syllables into words.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>*III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.2 Recognize at least 20 letter sounds.</p> <p>*III.C.3 Produce at least 20 distinct-letter sound correspondences in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u></p> <p>III.E. 2. Demonstrate understanding of print directionality including left to right and top to bottom.</p> <p>III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 4 Theme: Choices / Decisiones</p> <p>Week 3: Healthy Habits/ Hábitos saludables Children will learn about the value of daily exercise, the benefits of getting rid of stress, and the importance of regular visits to the doctor and the dentist.</p>	<p>Week 15 of Instruction Dec. 9-13 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. II.B.6 Match language to social contexts.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> *III.A.3 Recognize that text has meaning.</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.B.2 Engage in conversations in appropriate ways. II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.5 Segment a syllable from a word. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>
<p>Unit 4 Theme: Choices/ Decisiones</p> <p>Week 4: Problem Solving/ Resolución de problemas One of the most important skills need to master is their ability to become critical thinkers and problem.</p>	<p>Week 16 of Instruction Dec. 16-19 4 Days</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.2 Engage in conversations in appropriate ways. *II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.2 Combine words to make a compound word. III.B.3. Delete a word from a compound word. *III.B.6 Recognize rhyming words.</p>

Cycle 2	39 Days	MOY PK Assessment Window 12/16/2019 – 01/31/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 2 ends December 19 (39 days). Report cards go home January 10, 2020. Complete instructional planning information and support are in the HISD Curriculum.
	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p><u>Print Concepts Skills/Emergent Literacy Reading Domain</u> III.E.2 Demonstrate understanding of print directionality including left to right and top to bottom. III.E.3 Identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.B.1 Use language for different purposes. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p>



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	Oct. 21 – Dec. 19, 2019	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<ul style="list-style-type: none"> *III.B.4 Blend syllables into words. III.B.5 Segment a syllable from a word. *III.B.7 Produce a word that begins with the same sound as a given pair of words.

Cycle 3	49 Days	MOY PK Assessment Window 12/16/2019 – 01/31/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 3 ends March 13 (49 days). Report cards go home March 27, 2020. Complete instructional planning information and support are in the HISD Curriculum.
	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 5 Theme: Stories and Rhymes/ Cuentos y rimas</p> <p>Week 1: Nursery Rhymes/ Cuentos infantiles Children love rhymes, especially silly rhymes. They are drawn to the sounds of words that are playful and melodious. This week students will be exposed to many different kinds of rhymes representing a variety of cultures. Students will be encouraged to play with rhyme as they practice listening for words that sound similar but are not the same.</p>	<p>Week 17 of Instruction Jan. 6-10 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. *II.B.3 Provide appropriate information for various situations. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.2 Combine words to make a compound word. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p>



Cycle 3	49 Days	MOY PK Assessment Window 12/16/2019 – 01/31/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 3 ends March 13 (49 days). Report cards go home March 27, 2020. Complete instructional planning information and support are in the HISD Curriculum.
	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar surrounding words. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentences. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. *III.B.4 Blend syllables into words. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 5 Theme: Stories and Rhymes/ Cuentos y rimas</p> <p>Week 2: Traditional Tales/ Cuentos tradicionales This week children will explore stories that have withstood the test of time and still remain among favorite early childhood titles. Many of these stories have been passed down from generation and serve as timeless connections between the past, present and future.</p>	<p>Week 18 of Instruction Jan. 13-17 5 Days</p> <p><i>Early Dismissal</i> Jan. 17</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.6 Recognize rhyming words.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.B.2 Engage in conversations in appropriate ways II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.3 Use sentences with more than one phrase. III.B.5 Segment a syllable from a word.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Independently Conveys Meaning Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 5 Theme: Stories and Rhymes/ Cuentos y rimas</p> <p>Week 3: Fairy-tales/ Cuentos de hadas This week children will meet magical characters whose stories begin with once upon a time and end with happily ever after. They will continue to learn about rhyme and story structure and will create their own happy endings.</p>	<p>Week 19 of Instruction Jan. 21-24 4 Days</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.2 Perceive differences between similar sounding words.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors. *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.2 Combine words to make a compound word. III.B.3. Delete a word from a compound word. *III.B.6 Recognize rhyming words.</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentence. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. *III.B.4 Blend syllables into words. III.B.5 Segment a syllable from a word.</p> <p><u>Independently Conveys Meaning Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 5 Theme: Stories and Rhymes/ Cuentos y rimas</p> <p>Week 4: Ballad, Folktales, and Fables/ Baladas, cuentos populares, y fabulas</p> <p>Stories come in many forms and formats. Children will explore a variety of stories this week, some in form of a song, some filled with exaggeration, some that teach a moral or a lesson, and some that provide an explanation of a phenomenon.</p>	<p>Week 20 of Instruction Jan. 27-30 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.6 Recognize rhyming words.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.B.2 Engage in conversations in appropriate ways II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.3 Use sentences with more than one phrase. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use scribbles or writing to convey meaning.</p> <p><u>Independently Conveys Meaning Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 6 Theme: I Build! I Create! / ¡Puedo construir! ¡Puedo crear!</p> <p>Week 1: Construction Terms/ Términos de construcción Children will spend this week exploring and reviewing attributes related to color, shape, and size. A healthy collection of descriptive vocabulary will be a helpful tool as they explore building and creating over the next few weeks.</p>	<p>Week 21 of Instruction Feb. 3-7 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL). <u>Sentence and Structure Skills/Language and Communication</u> II.E.4 Combine more than one idea using complex sentences. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds.</p>

Cycle 3	49 Days	MOY PK Assessment Window 12/16/2019 – 01/31/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 3 ends March 13 (49 days). Report cards go home March 27, 2020. Complete instructional planning information and support are in the HISD Curriculum.
	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. *III.A.3 Recognize that text has meaning.</p> <p><u>Independently Conveys Meaning Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>
<p>Unit 6 Theme: I Build! I Create! / ¡Puedo construir! ¡Puedo crear!</p>	<p>Week 22 of Instruction Feb. 10-14 5 Days</p> <p><i>Early Dismissal</i> Feb. 14</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three step directions. II.A.3 Show understanding of the new language being spoken by English-speaking teachers and peers (ELL).</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Week 2: Tools and Machines/ Herramientas y máquinas</p> <p>All construction requires the use of tools of one kind or another. Some tools are small, like paintbrushes or hammers or even our hands. Others are large like diggers and tractors and dump trucks. This week children will explore construction tools-large and small.</p>	<p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.2 Perceive differences between similar sounding words. II.C.3 Investigate and Demonstrate growing understanding of the sounds and intonation of the English language (ELL).</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.4 Combine more than one idea using complex sentences. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors. *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.2 Combine words to make a compound word. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. *III.B.4 Blend syllables into words. III.B.5 Segment a syllable from a word.</p> <p><u>Independently Conveys Meaning Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 6 Theme: I Build! I Create! / ¡Puedo construir! / ¡Puedo crear!</p>	<p>Week 23 of Instruction Feb. 17-21 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Week 3: I Can Build/ Puedo construir This week children will explore the many things that can be constructed- homes, buildings, cars, trains, planes, words, stories, gardens, groups, and games. They will also learn about construction materials.</p>	<p>format across the content areas.</p>	<p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentences. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.4 Blend syllables into words. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. *II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. *II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors. *III.A.3 Recognize that text has meaning.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning. <u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 6 Theme: I Build! I Create! / ¡Puedo construir! ¡Puedo crear!</p> <p>Week 4: I Can Create/ Puedo crear Construction takes many forms. This</p>	<p>Week 24 of Instruction Feb. 24-28 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations. II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>week children will learn about creative constructions: dances, paintings, drawings, sculptures, words, sentences, and stories.</p>		<p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>III.B.2 Combine words to make a compound word.</p> <p>III.B.3. Delete a word from a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>*III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.2 Recognize at least 20 letter sounds.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>
<p>Unit 7 Theme: Things That Move/ Cosas que se mueven</p> <p>Week 1: I Move/Me muevo</p>	<p>Week 25 of Instruction Mar. 2-6 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations. II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
Our bodies are remarkable. We can bend, jump, leap, run, push, pull, crawl, walk, hop, skip, dance, and more. This week children will explore all the many ways in which their bodies move.		<p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.3 Recognize that text has meaning.</p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>III.B.2 Combine words to make a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>III.B.8 Combines onset and rime to form a familiar one-syllable word with pictorial support.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>*III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p>III.B.9 Combines onset and rime to form familiar one-syllable words without pictorial support.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers. II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. *II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning. IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p>



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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 7 Theme: Things That Move/ Cosas que se mueven</p> <p>Week 2: Travel/Viajar Travel is a change in location. Transportation is how one gets there. This week children will explore places to which people travel, the ways by which they might reach their destinations, and the thoughtful planning and preparation that comes before, during and after the choice of location and getting there.</p>	<p>Week 26 of Instruction Mar. 9-13 5 Days</p> <p><i>Spring Break</i> Mar. 16-20</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines Listening and Comprehension Skills/Language and Communication *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> II.B.1 Use language for different purposes. *II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.4 Combine more than one idea using complex sentence. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> III.A.1 Engage in pre-reading and reading-related activities. *III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors. *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.1 Separate a normally spoken four-word sentence into individual words.</p>



Cycle 3	49 Days	MOY PK Assessment Window 12/16/2019 – 01/31/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 3 ends March 13 (49 days). Report cards go home March 27, 2020. Complete instructional planning information and support are in the HISD Curriculum.
	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>III.B.8 Combines onset and rime to form a familiar one-syllable word with pictorial support.</p> <p>*III.B.6 Recognize rhyming words.</p> <p>III.B.9 Combines onset and rime to form familiar one-syllable words without pictorial support.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.C.3 Investigate and Demonstrate growing understanding of the sounds and intonation of the English language. (ELL)</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p> <p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p>



Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 7 Theme: Things That Move/ Cosas que se mueven</p> <p>Week 3: Transportation/ Transporte This week children explore vehicles (trains, airplanes, cars, boats, helicopters, cars, bUse...) used to transport people and materials from one location to another.</p>	<p>Week 27 of Instruction Mar. 23-27 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.6 Recognize rhyming words. III.B.9 Combines onset and rime to form familiar one-syllable words without pictorial support.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> III.D.1 Retell or re-enact a story after it is read aloud. *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.A.3 Show understanding of the language being spoken by teachers and peers. II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p>



Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.C.2 Perceive differences between similar sounding words.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>III.B.2 Combine words to make a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>III.B.8 Combines onset and rime to form a familiar one-syllable word with pictorial support.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p> <p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p>

Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Unit 7 Theme: Things That Move/ Cosas que se mueven</p> <p>Week 4: Mysterious Movers/ Movimientos misteriosos This week we explore sneaky movers of things. These movers are mysterious because they are often invisible, like the wind or gravity. But movers can also be mysterious because the things they move are difficult to observe, like seashells moved across the ocean bottom or pollen carried on the tiny legs of bees.</p>	<p>Week 28 of Instruction Mar. 31 – Apr. 3 4 Days</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u> II.A.1 Show understanding by responding appropriately. <u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.4 Combine more than one idea using complex sentence. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.A.3 Show understanding of the language being spoken by teachers and peers. II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p>



Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.C.3 Investigate and Demonstrate growing understanding of the sounds and intonation of the English language. (ELL)</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>III.B.2 Combine words to make a compound word.</p> <p>III.B.3. Delete a word from a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p> <p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p>
<p>Unit 8 Theme: Animals/Los Animales</p> <p>Week 1: Farm Animals/ Animales de la granja</p>	<p>Week 29 of Instruction April 6-9 4 Days</p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p>All guidelines found in PK Planning Guide should be taught in an</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately.</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p>



Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>Many children have never seen a farm, yet they are fascinated by farm animals—their sounds and movements, as well as their habitats and unique characteristics.</p>	<p>integrated format across the content areas.</p>	<p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>*III.C.2 Recognize at least 20 letter sounds.</p> <p>*III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p>IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p> <p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>*II.B.3 Provide appropriate information for various situations.</p>

Cycle 4	47 Days	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
	Mar. 23 – May 29, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentence. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech. III.B.2 Combine words to make a compound word. III.B.3. Delete a word from a compound word. *III.B.4 Blend syllables into words. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p>
<p>Unit 8 Theme: Animals/ Los Animales</p> <p>Week 2: Zoo Animals/ Animales del zoológico Roaring lions, clowning chimps, gigantic snakes, birds in tuxedos! What's</p>	<p>Week 30 of Instruction April 13-17 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.3 Investigate and Demonstrate growing understanding of the sounds and intonation of the English language. (ELL)</p>

Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>not to love about the zoo? This week children will learn interesting facts about some of earth's most intriguing inhabitants—animals.</p>		<p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.3 Use sentences with more than one phrase. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> *III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers II.A.1 Show understanding by responding appropriately. *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p>

Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p>*III.B.1 Separate a normally spoken four-word sentence into individual words.</p> <p>*III.B.4 Blend syllables into words.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>*III.C.2 Recognize at least 20 letter sounds.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p>
<p>Unit 8 Theme: Animals Los Animales</p> <p>Week 3: Bugs/ Insectos Children love bugs. This week they will learn the difference between bugs and insects. They will explore the habits of ants, termites, bees,</p>	<p>Week 31 of Instruction April 20-24 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p>



Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>wasps, mosquitoes, ladybugs, beetles, dragonflies, and fireflies. This is sure to be one of the children’s favorite weeks of the year.</p>		<p><u>Sentence and Structure Skills/Language and Communication</u> II.E.3 Use sentences with more than one phrase. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.3. Delete a word from a compound word. *III.B.4 Blend syllables into words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers *II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions. II.B.1 Use language for different purposes. II.B.4 Demonstrate knowledge of verbal conversational rules. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u> II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school. II.C.2 Perceive differences between similar sounding words. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p>III.B.2 Combine words to make a compound word.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>*III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p>*III.C.2 Recognize at least 20 letter sounds.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p>
<p>Unit 8 Theme: Animals/ Los Animales</p> <p>Week 4: More Bugs/ Mas insectos This week we will continue to stimulate children's curiosity about insects and bugs. We will move beyond</p>	<p>Week 32 of Instruction Apr. 27 – May 1 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
insects and enlarge our investigation to include creepy crawlies like spiders and worms.		<p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. *II.D.4 Use a large speaking vocabulary, adding several new words daily. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.3. Delete a word from a compound word. *III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right). IV.C.5 Begin to experiment with punctuation when writing. Supporting Guidelines Through Integrated Lessons and Centers II.B.1 Use language for different purposes. II.B.2 Engage in conversations in appropriate ways. II.B.5 Demonstrate knowledge of nonverbal conversational rules. II.B.6 Match language to social contexts. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentence. III.A.1 Engage in pre-reading and reading-related activities. III.B.2 Combine words to make a compound word. *III.B.4 Blend syllables into words. III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p>
<p>Unit 9 Theme: Changes/ Cambios</p> <p>Week 1: Changes in and Around Me/ Cambios en mi y a mi alrededor Children will explore the concept and effects of change this week—changes</p>	<p>Week 33 of Instruction May 4-8 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines <u>Listening and Comprehension Skills/Language and Communication</u> II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u> *II.B.3 Provide appropriate information for various situations. II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.1 Use a wide variety of words to label and describe people, places, things, and actions. II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>that occur over time, changes happening right now, and changes coming in the future. We will investigate the physical, mental, and social impacts of change.</p>		<p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language. *II.E.7 Use single words and simple phrases to communicate meaning in social situations. II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u> *III.A.3 Recognize that text has meaning.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.2 Combine words to make a compound word. *III.B.4 Blend syllables into words. III.B.5 Segment a syllable from a word. *III.B.6 Recognize rhyming words. *III.B.7 Produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds. *III.C.3 Produce the correct sounds for at least 10 letters.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities. IV.B.2 Interact and provide suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.2 Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. *IV.C.3 Independently use letters to make words or parts of words. IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p>

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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>III.B.8 Combines onset and rime to form a familiar one-syllable word with pictorial support.</p> <p>III.B.9 Combines onset and rime to form familiar one-syllable words without pictorial support.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p>
<p>Unit 9 Theme: Changes/ Cambios</p> <p>Week 2: Earth Changes/ La Tierra cambia This week children will use</p>	<p>Week 34 of Instruction May 11-15 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>their senses to study day and night, seasons, and weather. We will keep our eyes on the sky.</p>		<p><u>Speech Production Skills/Language and Communication</u> II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u> II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom. II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use. II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases. *II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u> II.E.3 Use sentences with more than one phrase. II.E.4 Combine more than one idea using complex sentence. II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning. *II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u> III.B.2 Combine words to make a compound word. *III.B.4 Blend syllables into words. *III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u> *III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction. *III.C.2 Recognize at least 20 letter sounds.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u> *III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting. *III.D.3 Ask and respond to questions relevant to the text read aloud. *III.D.4 Make inferences and predictions about text.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u> *IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence. *IV.C.3 Independently use letters to make words or parts of words.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.C.2 Perceive differences between similar sounding words.</p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.3 Recognize that text has meaning.</p> <p>III.B.3. Delete a word from a compound word.</p> <p>III.B.5 Segment a syllable from a word.</p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p>
<p>Unit 9 Theme: Changes/ Cambios</p> <p>Week 3: Nurturing Earth/ La Tierra nos nutre The wonder and magic of our world come</p>	<p>Week 35 of Instruction May 18-22 5 Days</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
<p>alive this week as children discover the ways in which the environment supports life. They will learn that they can play an important role in caring for and nurturing the earth.</p>		<p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Phonological Awareness Skills/Emergent Literacy Reading Domain</u></p> <p>*III.B.6 Recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u></p> <p>IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p> <p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p>



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Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p>III.B.2 Combine words to make a compound word.</p> <p>*III.B.4 Blend syllables into words.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u></p> <p>IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p>
<p>Unit 9 Theme: Changes/ Cambios</p> <p>Week 4: Before and Now/Antes y ahora Children will spend this week remembering the past year and preparing for the changes that will come their way next year.</p>	<p>Week 36 of Instruction May 26-29 4 Days</p> <p><i>Memorial Day</i> May 25</p> <p>All guidelines found in PK Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus Guidelines</p> <p><u>Listening and Comprehension Skills/Language and Communication</u></p> <p>*II.A.2 Show understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills/Language and Communication</u></p> <p>II.B.2 Engage in conversations in appropriate ways.</p> <p>*II.B.3 Provide appropriate information for various situations.</p> <p>II.B.5 Demonstrate knowledge of nonverbal conversational rules.</p> <p>II.B.6 Match language to social contexts.</p> <p><u>Speech Production Skills/Language and Communication</u></p> <p>II.C.3 Investigate and Demonstrate growing understanding of the English language. (ELL)</p> <p><u>Vocabulary Skills/Language and Communication</u></p> <p>II.D.1 Use a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.2 Demonstrate understanding of terms used in the instructional language of the classroom.</p>



Cycle 4	47 Days Mar. 23 – May 29, 2020	EOY PK Assessment Window 04/27/2020 – 05/22/2020. Scope and Sequence follows the 9 themes in Frog Street Press. Grading Period 4 ends May 29 (47 days). Report cards go home June 2, 2020. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.D.5 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases.</p> <p>*II.D.6 Increase listening vocabulary and Begin to develop vocabulary of object names and common phrases in English. (ELL).</p> <p><u>Sentence and Structure Skills/Language and Communication</u></p> <p>II.E.5 Combine sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p> <p>II.E.6 Engage in various forms of nonverbal communication with those who do not speak her native language.</p> <p>*II.E.7 Use single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8 Attempt to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills/Emergent Literacy Reading Domain</u></p> <p>*III.A.2 Self-Select books and other written materials to engage in pre-reading behaviors.</p> <p>*III.A.3 Recognize that text has meaning.</p> <p><u>Alphabet Knowledge Skills/Emergent Literacy Reading Domain</u></p> <p>*III.C.1 Name at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p><u>Comprehension of Text Read-Aloud Skills/Emergent Literacy Reading Domain</u></p> <p>III.D.1 Retell or re-enact a story after it is read aloud.</p> <p>*III.D.2 Use information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3 Ask and respond to questions relevant to the text read aloud.</p> <p>*III.D.4 Make inferences and predictions about text.</p> <p><u>Conventions in Writing Skills/Emergent Literacy Writing Domain</u></p> <p>*IV.C.1 Write own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>*IV.C.3 Independently use letters to make words or parts of words.</p> <p>IV.C.4 Use appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5 Begin to experiment with punctuation when writing.</p> <p>Supporting Guidelines Through Integrated Lessons and Centers</p> <p>II.A.1 Show understanding by responding appropriately.</p> <p>II.A.3 Show understanding of the language being spoken by teachers and peers.</p> <p>II.B.1 Use language for different purposes.</p> <p>II.B.4 Demonstrate knowledge of verbal conversational rules.</p> <p>II.C.1 Speak in a manner that is understood by both the teacher and other adults in the school.</p>

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	Mar. 23 – May 29, 2020	
Unit	Number of Lessons	Prekindergarten Guidelines The student will:
		<p>II.C.2 Perceive differences between similar sounding words.</p> <p>II.D.3 Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she Use.</p> <p>*II.D.4 Use a large speaking vocabulary, adding several new words daily.</p> <p>*II.E.1 Typically use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2 Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3 Use sentences with more than one phrase.</p> <p>II.E.4 Combine more than one idea using complex sentence.</p> <p>III.A.1 Engage in pre-reading and reading-related activities.</p> <p><u>Motivation to Write Skills/Emergent Literacy Writing Domain</u> IV.A.1 Intentionally Use marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process Skills/Emergent Literacy Writing Domain</u> IV.B.1 Discuss and contribute ideas for drafts composed in whole/small group writing activities.</p>